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Second Grade

Antoinette Hollister

History: The work of the year for the second grade will be a study of the immediate necessities of the child and of the related experiences of the race. A brief study will be made of the child's environment, and he will select what he regards as necessities in his school and home life. He will discover that his clothing, food, and shelter are supplied as a result of the labor of many individuals, and that the comforts he enjoys are possible because of community life. In order to help him to realize and appreciate present social conditions he will be asked to imagine these conditions removed, and to attempt to solve the problem of the provision of clothing, food, and shelter as it must have been solved by the primitive peoples.

The danger of attacks from wild beasts will necessitate the invention of weapons of defense, and the need of shelter will point out the use of the cave home. The children will construct a cave, and people it with representations in clay of the cave men engaged in the occupations to which they must have been limited.

They will visit the Field Columbian Museum, and become familiar in this way and through the use of pictures and the stereopticon with the tools, weapons, and implements used by the cave men, and with their style of ornament.

The result of the investigations of one group will be given to another in the form of reading matter or dramatic representation.

Literature: *Story of Jubal, Jabel, and Tubal Cain*, George Eliot; *The Tree*, Björnson; *Appleseed John*; *History of Ohio*. Stories adapted from the history of primi-

tive peoples will be printed for use in this grade.

Geography: Caves. Children will begin with a study of the lake shore, observing the action of air and water upon rocks. They will experiment with acids upon limestone, and make with the acid a small cave in limestone.

With pictures and stereopticon slides they will study the famous caves of the world, especially those in which remains of the cave men have been found. They will try to discover the source of underground water; how water enters the earth; the work of underground water, and the method of formation of stalactites and stalagmites.

NATURE STUDY: Harvest. A visit to a farm will serve as a basis for much of the work of this month. Collections will be made of some of the farm products, and their functions will be studied. The children will study, wherever possible, the processes of storing and preserving food products, and will themselves decide upon a plan for preserving for future use the seeds and fruits which they collect. They will also study the dispersion of seeds by means of wind and water; the carrying of seeds by animals; methods of self-distribution of seeds, and man's part in their distribution. They will discuss the function of color in fruits.

Correlated Number: Simple addition, multiplication, and division in connection with the nature study, history, manual training, and physical training and industrial art. Use of weights and dry measures in the study of fruits.

Reading: Reading matter correlated with the child's interests, activities, and experience.

Writing and Spelling: Continued attention to habits of correct punctuation, spelling, and improvement in form and expression.

School Economics: (See Miss Cooke's outline.)

Art: Modeling of cave men. Painting of scenery for the puppet theater. Painting of autumn landscape.

Industrial Art: Making of weather signals; dictionary; modeling aprons.

Dramatic Art: Composition of original plays to be played in the puppet theater. Dramatization of stories.

Music: *Harvest Time*, Primer (Modern Music Series); *Autumn Song*, Primer (Modern Music Series); *Rain Song*, Primer (Modern Music Series); *Gray Rain*, Primer (Modern Music Series); *Pretty Little Johnny*, Reinecke; *Thank You, Pretty Cow*, Primer (Modern Music Series); *Laughing Rill* (sight reading), Primer (Modern Music Series). Game songs: *Here We Go Round the Mulberry Bush*; *Warm Hands*.

Manual Training: Making of large envelopes for paintings. Construction of looms.

Physical Training: (1) Anthropometry and examinations. (2) Sense tests. (3) Tests for nutrition.

Primitive games and sports, through which will be secured a correct standing position and positions for motor work. Prescribed work for individuals. Developmental gymnastics in classes.

References: *First Steps in Human Progress*, Starr; *Primitive Industry*, Abbott; *Primitive Culture*, Tylor; *Primitive Man*, Figuier; *Prehistoric Times*, Lubbock; *Aspects of the Earth*, Shaler.

Third Grade

Gertrude Van Hoesen

The work for the year will be a more analytical study of the child's environment than has been followed during the first two years in school. This work is based entirely upon the necessities, activities, and growing interests of the children. The study of city life with all that goes to make it desirable—a good city from every standpoint—is the subjective basis of the year's work. The requisites of a good city are worked out through the primitive or simple cities of the ancient Greeks to an understanding of the complex conditions surrounding the child in Chicago. It will be necessary at every point to use science to answer the problems of heating, lighting, etc., which come up during the year. All of the making will grow out of the necessities of the subjects studied, or those of the children, necessities which demand the use of the article made.

Geography:—Roads. Get the experiences of the children as to the different places they have

been—in the country, mountains, seashore, or other cities. Why do so many people live in cities? Is there any reason for living in Chicago? If Chicago is a good city what must be considered? 1. Roads. 2. Drainage or sewerage. 3. Water supply. 4. Lighting. 5. Means of transportation. 6. Commerce. As good roads are one of the first requisites, study their evolution from earth to asphalt. 1. Natural. 2. Gravel. 3. Cobble. 4. Cedar-block. 5. Macadam. 6. Asphalt. In each case make tests which will answer the question of desirability. Make excursions to portions of the city where the roads are being improved, and to the Field Columbian Museum, where the models of some of the more complex are to be found. The children will make models of each kind as far as possible. The relation of expense will also be considered.

History and Literature: The Wanderings of Ulysses, with the background of the history of the Mycenæan Age, will form for the first three months the basis for the study of the early Greeks, with their primitive conditions and industries, and their simple cities.